

Outline

RESPIRATORY SYSTEM DEVELOPMENT AND FUNCTIONS

You Can't Eat If You Can't Breathe  
Breathing/Swallowing Coordination and Discoordination  
Role of pulmonary clearance  
Aspiration and aspiration pneumonia  
Incorporate respiratory indicators in evaluation  
*Exercise Interventions for breathing/ swallow discoordination and respiratory insufficiencies*

PHARYNGEAL DYSPHAGIA

Clinical assessment matters!  
Instrumental assessment options  
Improving pharyngeal swallow function  
*Interventions to decrease aspiration risk*  
Dietary modifications – texture modifications and thick liquids pros and cons  
Oral hygiene  
Interactive case review – What your client's gut is telling you

GI SYSTEM DEVELOPMENT

GI system and respiration connection  
Reflux and Reflux Disease  
Constipation  
Allergies  
*Dietary and lifestyle interventions*  
Food allergies and the gut  
Positioning and sleep

ORAL MOTOR FUNCTION

Postural stability matters  
Oral muscles are not skeletal muscles  
*Exercise Interventions - are they right for your client*

Objectives

- Examine the interplay between oral-motor, gastrointestinal, and respiratory systems and their impact on food refusal in children in order to expand volume and variety of intake.
- Identify the signs and symptoms of pharyngeal dysphagia in children to prevent aspiration associated illnesses.
- Pinpoint advantages and challenges associated with dietary modifications and use of thickened liquids with a goal of increasing safe oral intake.
- Discuss the rationale for various dietary recommendations currently being implemented with children in order to separate fact from fiction about special diets.
- Determine the pros and cons of various oral-motor & sensory treatment approaches to maximize safe, pleasurable eating and drinking in children.
- Develop a behavioral treatment plan to address problem feeding behaviors including food refusal, limited food repertoire, low volume of intake, and rigidity around foods and utensils.

SENSORY PROCESSING AND EATING – CAN'T HAVE ONE WITHOUT THE OTHER

Food as therapy  
The role of taste and smell  
*Strategies – how to expand food repertoire*

WHEN IT REALLY IS BEHAVIOR

What's the behavior's form AND function  
Examining the feeding environment  
Finding the right reinforcement strategy  
*Behavioral intervention in 5 steps:*  
Environment, hunger, reinforcement, shaping and parent training  
Interactive case review – when it's behavior...but not just behavior

WEANING FROM TUBE FEEDING

Priming the Gut  
Rapid vs. Gradual weans  
Blended diets  
*Strategies for Tube Feed Weaning*  
Blended diets – when and who

MORE NUTRITIONAL INTERVENTIONS for Pharyngeal Dysphagia, GI Development, Oral Motor Function, Sensory Processing, Behavior and Tube Feeding

Nutrition and immune system function  
Supplements  
Which special diets are really special  
*Techniques to improve nutrition*

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Complex Feeding &  
Swallowing Problems  
in Children

Trumbull, CT  
Wednesday, December 4, 2019

Cromwell, CT  
Thursday, December 5, 2019

Warwick, RI  
Friday, December 6, 2019

Complex Feeding &  
Swallowing Problems  
in Children

Discover the underlying causes of food refusal for a more targeted treatment plan

It's more than picky eating:

- |                             |                             |
|-----------------------------|-----------------------------|
| Respiratory insufficiencies | Nutritional Challenges      |
| Pharyngeal Dysphagia        | Sensory Processing Disorder |
| GI System Development       | Behavior Issues             |

Pediatric Dysphagia Expert,  
Angela Mansolillo, MA/CCC-SLP, BCS-S

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# Complex Feeding & Swallowing Problems in Children

## Developing a Menu for Success

The causes of feeding and swallowing difficulties in children are always multifaceted, sometimes misdiagnosed, and often difficult to assess and treat appropriately. Respiratory difficulties, gastrointestinal function, oral-motor skills, and behavioral issues are just a few of the elements that can influence feeding and swallowing, limit response to treatment, and result in significant health issues. To maximize effectiveness, we as clinicians, must resist the temptation to assess and treat feeding and swallowing disorders in isolation; instead, they must develop management plans that take into account interactions between and among oral-motor, gastrointestinal, and respiratory systems.

This essential course shows complex feeding and swallowing disorders as they manifest themselves in children who have a variety of diagnoses. You will gain successful strategies for identification of the underlying etiology of the dysphagia. The evidence base for specific therapies, including oral-motor techniques, behavioral interventions, nutritional interventions, and strategies for respiratory control, are evaluated. You'll leave this course armed with practical techniques and tactics for improving function in these challenging children, as well as strong evidence to support those strategies.

## Speaker

**ANGELA MANSOLILLO, MA/CCC-SLP, BCS-S**, is a speech-language pathologist and board recognized specialist in swallowing disorders with more than 20 years of experience. She is a senior speech-language pathologist at Cooley Dickinson Hospital in Northampton, Massachusetts where she provides evaluation and treatment services for adults and children with dysphagia and is involved in program planning and development for inpatient and outpatient programming including quality improvement initiatives, patient education, and clinical policies and protocols. In addition, she is an adjunct faculty member at Elms College Department of Communication Sciences and Disorders in Chicopee, Massachusetts. Over the course of her career, she has worked in a variety of clinical settings, provided numerous regional and national presentations, and lectured at several colleges and universities throughout Massachusetts.

Ms. Mansolillo received her Bachelor of Arts degree in communications from Rhode Island College in 1983 and earned her Master of Arts in speech-language pathology in 1985 from the University of Connecticut. She is a member of the American Speech-Language-Hearing association and is a member of Special Interest Division 13, which focuses on swallowing and swallowing disorders.

Disclosure:  
Financial: Angela Mansolillo has an employment relationship with Cooley Dickinson Hospital. She receives a speaking honorarium from PESI, Inc.  
Non-financial: Angela Mansolillo is board certified specialist, Swallowing and Swallowing Disorders of the American-Speech-Language-Hearing Association.

### Live Seminar Schedule

**7:30** Registration/Morning Coffee & Tea  
**8:00** Program begins  
**11:50-1:00** Lunch *(on your own)*  
**4:00** Program ends

There will be two 15-min breaks (mid-morning & mid-afternoon).  
Actual lunch and break start times are at the discretion of the speaker.  
A more detailed schedule is available upon request.



#### HAVE A SEMINAR IDEA? A MANUSCRIPT TO PUBLISH?

The nation's top speakers and authors contact PESI first. If you are interested in becoming a speaker or have a new topic idea, please contact Meg Graf at [mgraf@pesi.com](mailto:mgraf@pesi.com) or call 715-855-8199.

**Target Audience:**  
Speech-Language Pathologists • Speech-Language Pathology Assistants • Occupational Therapists  
Occupational Therapy Assistants • Dieticians • Dietary Managers • Physical therapists • Nurses  
Early Childhood Special Education Staff • Other Helping Professionals who Work with Children

INCLUDE THESE GREAT PRODUCTS WITH YOUR REGISTRATION AND SAVE!

**Building Social Skills for Autism, Sensory Processing Disorders and Learning Disabilities:**  
*Over 105 Strategies, Activities and Sensory Tools for Children and Adolescents*

By Tara Delaney MS, OTR/L & Mary C. Hamrick, MA, CCC-SLP


A revolutionary workbook to help professionals use the sensory system to teach complex social skills – build self-awareness and increase executive functioning. Includes dozens of reproducible skills, group and therapy sessions, worksheets and activities. A must have tool for professionals, teachers and parents.

### Self-Regulation and Mindfulness

By Varleisha Gibbs, Ph.D., OTD, OTR/L


Nationally known OT, Dr. Varleisha Gibbs has created a must-have resource for addressing self-regulation in children. This workbook is filled with mindfulness techniques, hands-on activities, worksheets, assessments, exercises and coloring pages to engage the child in their own success. Step-by-step Dr. Gibbs provides you with clear, concise and evidence-based strategies for treating children with sensory processing disorder, autism spectrum disorder, ADHD and similar developmental challenges.

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*If your profession is not listed, please contact your licensing board to determine your continuing education requirements and check for reciprocal approval. For other credit inquiries not specified below, or questions on home study credit availability, please contact [cepesi@pesi.com](mailto:cepesi@pesi.com) or 800-844-8260 before the event.*

Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of mental health professionals. As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your profession's standards.

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**EDUCATORS/TEACHERS:** This course is designed to qualify toward your professional development requirement. The program is 6.25 clock hours in length.

**CONNECTICUT EDUCATORS, ADMINISTRATORS, SCHOOL PSYCHOLOGISTS & SCHOOL SOCIAL WORKERS:** 6.0 CEUs. PESI, Inc. is an approved provider of Continuing Education by the Connecticut State Department of Education (Provider #930; Activity ID #930-19-059-036 for seminar on 12/04/2019, #930-19-059-037 for seminar on 12/05/2019 and #930-19-059-038 for seminar on 12/06/2019).


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**NURSES, NURSE PRACTITIONERS, AND CLINICAL NURSE SPECIALISTS:** PESI, Inc. is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

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**PHYSICAL THERAPISTS & PHYSICAL THERAPIST ASSISTANTS:** This activity consists of 6.25 clock hours of instruction that is applicable for physical therapists. CE requirements for physical therapists vary per state/jurisdiction. Please retain the certificate of completion that you receive and use as proof of completion when required.

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PESI, Inc. is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

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Walk-ins are welcome but admission cannot be guaranteed. Call M-F 7:00-6:00 Central Time for space availability if registering within one week of seminar.

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